DOCUMENT RESUME

ED 349 267 SP 033 934

AUTHOR Lynch, Mervin; Strodl, Peter
TITLE Teacher Leadership: Preliminary Development of a Questionnaire.
PUB DATE 15 Feb 91
NOTE 12p.; Paper presented at the Conference of the Eastern Educational Research Association (Boston, MA, February 15, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Educational Administration; Elementary Secondary Education; Factor Analysis; Graduate Students; Higher Education; *Interprofessional Relationship; *Leadership; *Leadership Qualities; Preservice Teacher Education; Q Methodology; Questionnaires; *Student Attitudes; Teacher Educators; *Teacher Role; *Teacher Student Relationship; Test Construction
IDENTIFIERS Empowerment

ABSTRACT

Recent movements to empower teachers often assume that in order for teachers to assume leadership roles in schools, the teachers must leave the classroom to become school committee members or to work in adjacent classrooms with new teachers. However, teaching inherently involves leading, and leadership can be validated in terms of the teacher's role. Preparing teachers to be leaders involves translating leadership skills into pedagogical applications. A conceptual schema for leadership skills, containing eight items in each of nine categories, was developed for a questionnaire designed to identify teacher leadership competencies. The schema of categories included consideration, decision making, group process, structure, problem solving, emergent leadership, conflict resolution, and communications. A group (N=56) of professional educators (graduate students in teacher education courses, students in educational administration courses, and professors of education) participated in a Q-sort of the items identified. These data were analyzed in terms of factor structure, reliability of items, and differences among participating groups. The findings revealed six factors associated with teacher roles that reflect leadership skills: emergent leadership, teacher authority, empowerment of others, student relationships, task participation, and instructional openness. These factors indicate those items with good potential for formation into a questionnaire. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349267

TEACHER LEADERSHIP: PRELIMINARY DEVELOPMENT OF A QUESTIONNAIRE

by

Mervin Lynch

and

Peter Strodl

A Paper presented at the Conference of the
Eastern American Educational Research Association
(Boston, Massachusetts, February 15, 1991)

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY

P. Strodl

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP033934

BEST COPY AVAILABLE

Teacher Leadership:
Preliminary Development of a Questionnaire

A Paper presented at the Eastern Educational Research Association Conference, Boston, February 15th, 1991

Mervin Lynch, Northeastern University
Peter Strodl, University of Hartford

Introduction:

Teaching is notably social and emotional. The work of a teacher must be thought of in terms of commitments of social and emotional energy. Viewing teaching within the theoretical parameters of leadership opens up the opportunity to view the dynamic interaction of teacher and student, teacher and class, teacher and other teachers. It is no longer sufficient to speak of classroom management. The limits of autocratic management and control will not permit the teacher to deal with the complicated and changing pressures of a community's children. There is a need to teach teachers about establishing relationships, about the transaction between leaders and followers. This is the heartbeat of interaction between teacher and student (Strodl, 1990, p.1).

Consideration of teaching in terms of leaderships opens up the opportunity to teach human relations skills to teachers and to view teaching as a profession within which one grows and matures, without having to leave teaching. Emphasis on teacher leadership will focus energy on more career development activities for teachers who are encouraged to focus their energy on instructional activities.

Increasingly teachers are expected to become "empowered" teachers. Among teacher unions there is pressure to negotiate "empowerment" issues into union contracts, and among school boards there is the hope that decentralization of decision making will make schools more effective. Teachers, however, deal with a great deal of isolation in their work. In order to become effective decision makers and professional group participants, teachers need to consider themselves increasingly as leaders and participants in expanding professional teaching roles. (Lieberman and Miller, 1984; Johnson, 1990; Maeroff, 1988).

Investigation of the leadership roles of teachers involves translating leadership skills into pedagogical language, anticipating validation of teacher leadership skills among the teachers investigated; including Decision Making, Communications. Problem Solving, Motivation, Conflict Resolution, Structure, Group Process, Consideration, and Emergent Leadership.These are familiar leadership skills. Factor analysis of the data provides an unexpected new view of teacher relationships with co-workers and students.

Theoretical Basis:

The roles of teachers have been conceptualized in numerous ways, usually with reference to the role of the principal of the school, but not (until very recently) in terms of leadership, or empowerment issues within schools. Those who have conceptualized roles recognize that roles exist in relation to other people in organizational structures and that there are leaders and subleaders, along with followers and people who sometimes emerge from among followers to take initiative as individuals in accordance with their responsibilities as members of a group

(Gardner, 1990, pp. 78-90)

Parsons defines role as a part of the orientation of an individual which is organized around expectations in relation to a particular interaction context that is integrated with the set of value standards which govern interaction with one or more other persons at work in complementary roles. Parsons (1951, p. 38) and Gross (1958, pp. 33-4) defines role as ways of behaving expected of an individual who holds a position. Roles have been defined as a set of expectations or standards applied to a person holding a role, categories of expectations held for a specified position are involved with socially relevant criteria, including expectations of other role holders.

The roles of teachers are those performances of a person in a position which is understood by the person holding the role and those working with the person as a set of actual, or expected attributes and behaviors. There may be a degree of consensus among those holding significant roles defining the role and activating work performance and affecting specific behaviors. Role behaviors include actual performances of a role holder in a position which can be thought of as an expectation for the person holding the position. (Gross, 1958, pp. 4, 5, 63-4). Roles emerge as deep structures, substructures, underlying emerging performance, drives underlying performances and interactions (Stogdill, 1959, p. 58).

Teaching and leadership have not been dealt with together much before. Within the past few years there has been some literature on teacher empowerment, teacher professionalism, and the leadership teachers provide as they physically leave the classroom to become school committee members or to work in adjacent classrooms with new teachers. Somehow it is not really considered leadership if one is leading younger children.

The assumption has been that teaching is for teachers and leading is for administrators and managers of schools. This assumption is problematic in several respects. First, the assumption is that only the top person in the school leads. The second problem is that teachers can easily impose their will on young children and thus cannot possibly be leaders. A third problem with this perspective of teaching is that it perpetuates the bureaucratic isolation of the principal and teachers who have highly significant contributions to make to each other and to the decision making process of the school. The fourth problem is that leadership is the exclusive domain of adults with other adults. As we all know children who are taught by dictators may not willingly be led to the fountains of knowledge.

Role behavior focuses attention upon the relationship among people in a productive work group. This is the point at which most problems of administration may be studied in microcosm. The face-to-face work group as a manageable unit within which one can directly observe behavior and interactions of group members. This definition of work group clearly relates to the classroom and the leadership of the classroom teacher.

In schools, as in other organizations, the administration may *"specify subgroup leaders, conditions for communication channels within the organization, limits of authority and responsibility for each subgroup leader. Each subgroup leader is placed at the nexus of formal communication lines along which information pertinent to the efficiency of his subgroup is transmitted"* (Halpin, 1966, p. 34). In school districts, communication lines, organizational rules and structures are established at central office, modified and implemented at the school building level and the teacher is clearly at the nexus of communication lines and policy flow within the school district's organizational structure flowing from the school district and superintendent to

the children in the classroom.

> *"In ordering the problems and the extent to which authority for their solution is delegated to subleaders or group members, constitute an important area of problem solving and decision making for the administrator."* ....
>
> *"The problems that an administrator in an organization can define the problem at different levels of specificity and according to different time perspectives. Some administrators identify as their problem issues crucial to the task; others putter with peripheral details. Some leaders deal in terms of long-range time perspectives; others stumble from day to day, buffeted by the exigencies of each new crisis." (Halpin, 1966, pp. 35-6).*

Discussions between principals and teachers may be used with great effectiveness in leading to a decision, but it is the leaders' role to state the decision. When all is said and done the principal is still the one who will be held responsible for the decision made for the school, and it is the teacher who will be held responsible for the decision made in the classroom. Group process used to come to decisions builds stronger support for those decisions, and the willingness for the group to accept responsibility for making decisions they must cooperate with. (pp. 36-7).

<u>The Development of the Teaching Role</u>:

Teaching and leadership are similar in many respects and have significant commonalties in their many human elements. The "*essential factor in leadership is the capacity to influence and organize meaning for the members of an organization*" (Bennis, 1985, p. 39). Teachers must have the capacity to influence and organize meaning for the students they teach. Fundamentally leadership is what the talented teacher is all about, teaching changes the dynamic interaction of leader and follower to establish responsive relationships in classrooms: that is what "separates the managers from the leaders." (p. 43).

Historically teaching roles and pedagogical behaviors have been given prescriptively to new teachers. the practice of teaching has been strongly influenced by the traditions of teaching which are enforced by bureaucratic standards of behavior and unwritten ethics which discourage teachers from doing anything out of the ordinary, which will cause any trouble for superior administrators, or which make the teachers' classroom noticeable to the public. Upon entering a school new teachers are often encouraged to "forget" what they "learned in college, and to learn to do things our way."

Teachers need to go beyond bureaucratic "incapacity" to have expanded professional roles to deal with student problems, to adjust teaching to the changing needs of a class and the social imperatives of the community. There is a need to focus on teacher relationships as transactions between leaders and followers (Strodl, 1990, p. 1)

> *"Bureaucratic forms in education are resilient because they keep costs down and permit schools to cope with large numbers of students in a seemingly orderly way....The public-school teachers interviewed for this study strained to make their schools work on behalf of good teaching, despite school structures that often hampered them from doing so....They found themselves obliged to prop up ineffective practices and apologize for unrealistic expectations even while they saw their students ill-served."* (Johnson, 1990, p. 107).

Classroom teachers consistently must balance motivation and learning in their work with children. Consideration of this dynamic interaction presents opportunity to deal with the complexities of differences in children, motivation, cultural backgrounds and community needs. Leadership is a potent thought describing what teachers do with students, defining human relations skills involved in teacher relationships. Explained in terms of leadership, teaching becomes more powerful; increasing the potential for significance of instructional actions. Teachers may not be leaders when they first start teaching, but much of what mature teaching is about is leadership. We must now emphasize the value of what teachers do in classrooms and among peers to interpret their work from that perspective.

Leadership Theory Applied to Teaching:

A leaders is a person who motivates people to action, who converts followers into leaders, and who convert leaders into agents of change. Leaders take initiative in making connections with their followers. They understand the needs of followers and bring people together on common activities based upon mutual values (Bennis and Nanus, 1985, p. 3, 38). Understanding their power as leaders, teachers can grasp the psychological power they have within to be energetic, successful and satisfied in a profession where the power of a leader empowers the young to find answers of maturation and to become more of what they want to be.

For many leaders leadership is simply a question of getting your way or imposing your will on other thinking people according to some magical notion of heroism. Other will say quite simply, "I'm the leader. I'm in charge and you'll do what I say."

Slightly more sophisticated leaders are Machiavellian about leading, using the rules of the bureaucracy to maneuver and manipulate others to conform with bureaucratic expectations and satisfy the commands of the position holder (Kaiser, pp. 5-11).

Leader behavior is defined as the behavior of a "*leader functioning face-to face with members of a group,*" *"...attempting to facilitate the solution of group problems." "...the behavior of the leader and the behavior of the group members are inextricably interwoven, and ... by formal requirements imposed by the institution imposed by the institution of which the group is a part."* (Halpin, 1966, p 81).

The Ohio Leadership Studies studied school superintendents and later bomber pilots to discover that the most outstanding leaders apply liberal amounts of both consideration and initiation of structure to assert successful leadership. More recently leadership has been defined through historical studies and case study analysis to include a more comprehensive notion of leadership including participative leadership, manipulative leadership, planning, Directive leadership leadership, monitoring and supervisory leadership, accountability and motivational leadership, team building, collegial leadership, transformational leadership, moral leadership (Sergiovanni, 1990, pp. 14-53' Burns, 1978,. 1978).

Leadership is what teachers do when they deal with issues in growing up. Teachers need to understand that teaching is leadership. Teachers who use the skills of leaders will be more successful in dealing with classroom conflict, stress management, positive motivational procedures, pupil empowerment, task motivation, and the dynamic interaction of leaders and followers who give and take and change one another. The psychological power of a teacher is the power to nurture young people and to use the tools of leaders to empower growing citizens.

"Teaching is necessarily interactive and people centered. Imparting skills, conveying subject content and theoretical concepts, promoting personal development, and building social conscience and responsibility are complex and gradual endeavors, requiring regular, close contact between teachers and students." (Johnson, 1990, p. 4).

The Development of a Questionnaire:

Developing over many years of working with administrative interns, especially involving the development of experiences for full-time teachers who are becoming administrators, several hundred competency statements were developed, rejected, combined with others, revised, etc. These objectives were developed from sources in three areas: developing a plan of administrative experiences for administrative interns who are classroom teachers according to a certification plan approved by the State of New York. Other items were included in a doctoral dissertation proposal abandoned in favor of a study favored by a dissertation chair. A third group of items came from an extensive literature review wherein leadership skills were translated into pedagogical applications.

Utilizing several conceptual schema for leadership skills of teachers, it ems were added and deleted until nine conceptual categories with eight items in each category emerged (Strodl, 1987, 89, 90). The schema of categories included consideration, decision making, group process, structure, problem solving, emergent leadership, conflict resolution and communications.

Three groups of professional educators were selected, including: graduate students in teacher education courses, students in educational administration courses, and professors of education. A total of 56 people participated in a Q-sort of items described in the previous section. These data were analyzed in terms of factor structure, reliability of the items, and differences among the participating groups.

The Findings:

Findings include six factors which are of interest. Reliability coefficients for the 72 items range from 0.68 to 0.92, with more than three quarters of the items in the .80s., indicating items with good potential for formation into a questionnaire.

The study of the factor structure of the questionnaire being developed yielded an unexpected factor structure which was very different from the categories of information developed for the questionnaire. The factors indicate teacher roles based upon relationships with co-workers and students, including a degree of forcefulness in asserting the teachers' role within those relationships. Included in the six factors are Emergent Leadership, Teacher Authority, Empowerment of Others,Student Relationships, Participation, and Instructional Openness. An analysis of the data are included in the appendix of this paper.

Emergent Leadership is defined as the role the teacher takes in representing others in decision making procedures with the administration, participating in curriculum decisions including text selections, having an engaging manner in relationships, making presentations to other teachers, playing a positive role in promoting teacher decision making and communicating school procedures to others.

Teacher Authority is defined as the assertiveness of the teacher in dealing with clarifying roles, policies and procedures of students and teachers in interaction, including persuasive and occasionally being forceful in

promoting the teachers' point of view with students, colleagues and the administration.

Empowerment of Others is defined as the efforts of the teacher to orient new teachers to work in the school, encouraging students to assume responsible roles in school, fulfilling the role of mentor teacher to newer teachers, planning in accordance with pupil needs, working on school committees, coordinating social activities, and becoming involved as a participant and leader in group activities.

The Student Relationship factor is defined as the positive roles teachers play in helping students develop, willingly and cooperatively, to become more successful, but independently and within the parameters of formal relationships within the organizational limits of the school organization.

Task Participation is defined as a factor wherein the teacher engages students and co-workers in the mainstream of activities in school. There is a certain perfunctory level of participation suggested in this factor which indicates motivation and involvement up to the point of dealing with standard teaching activities, but then not going much beyond in terms of highly exceptional circumstances.

Instructional Openness is a factor which is defined as a willingness on the part of the teacher to involve students actively in the curriculum implementation and planning activities of the teacher.

Table 1:

Differences among Participating Groups for Six Factors of Teacher Leadership

	TE Students	Ed. Admin. Students	Professors	P
N:	21	26	6	
Factor 1: Emergent Leadership:				
X	5.20	5.92	5.80	0.07
SD:	2.02	2.06	1.92	
Factor 2: Teacher Authority:				
X	6.64	6.65	7.02	0.61
SD:	2.35	2.28	2.60	
Factor 3: Empowerment of Others:				
X	5.69	6.55	6.61	0.001
SD:	2.12	2.02	2.07	
Factor 4: Student Relationships:				
X	3.90	3.59	3.17	0.38
SD:	2.26	2.03	1.72	
Factor 5: Task Participation:				
X:	4.67	5.32	4.21	0.47
SD:	2.24	2.82	2.22	
Factor 6: Teacher Openness:				
X:	5.85	5.04	5.29	0.01
SD:	0.18	0.14	0.33	

Findings are probably of interest in terms of future study, but are not conclusive due to small numbers of subjects and significant differences on only two factors. Clearly more thought should have been given to defining the groups to be studied. Significant differences for the groups studied for Factors three and six indicate that given more carefully identified samplings with larger numbers of subjects with more differences in teaching experience. This probably would yield more significant information.

Clearly teacher roles need to be defined in terms of relationships and the skills of relating to other people. Leadership as a knowledge base in teacher education programs appears to have a strong contribution to make. The original research question, to validate leadership in terms of the role of the teacher appears to be a valid concept.

Bibliography:

Anderson, R.H. "Shaping Up the Shop: How School Organization Influences Teaching and Learning," Educational Leadership, Feb. p. 45.

Bennis, W. & Nanus, B. (1985) Leaders: The Strategies for Taking Charge. New York: Harper and Row, Publishers.

Blakeney, R. "TA and Organizations: The Organizational, Group and Individual Levels of Analysis in Organizational Behavior, Transactional Analysis Journal, Vol 13, No. 1, pp. 58-64.

Burns, J. (1978) Leadership New York: Torchbooks; Basic Books, Inc

Childers, J.H.,Jr. (1986) "Group Leadership Training and Supervision: A Graduate Course; Journal for Specialists in Group Work.March, pp. 48-52.

Crocker, O.L. Charney, S. & Chiu, J.S.L. (1984) Quality Circles: A Guide to Participation and Productivity. New York: Methuen Publications; Mentor Books, New American Library.

Etzioni, A. (1961) A Comparative Analysis of Complex Organizations: On Power, Involvement and Their Correlates. New York: Free Press.

Duke, D. L. (1986) Educational Administration Quarterly, Vol. 22, No. 1, pp. 7-27.

Gardner, J.W. (1990) On Leadership New York: Free Press.

Getzels, J.W.; Lipham, J.M. & Campbell, R.F. (1968) Educational Administration as a Social Process: Theory, research, practice. New York: Harper & Row, Publishers.

Gramston, R. J. (1987) "How Administrators Support Peer Coaching," Educational Leadership, Feb.

Glauser, M.J. (1984) "Upward Information Flow in Organizations: Review and Conceptual Analysis," Human Relations, Vol 37, No. 8, pp. 613-643.

Gross, N. Herriott, R.E. (1965) Staff Leadership in Public Schools New York: John Wiley and Sons.

Hagen, B.J.H. & Burch, G. (1985) The Relationship of Group Process and Group Task Accomplishment to Group Member Satisfaction," Small Group Behavior, Vol. 16., No. 2, May, pp. 211-233.

Halpin, A. (1966) Theory and Research in Administration. London: Collier-Macmillan Limited.

Hersey, P. & Blanchard, K. (1982) Management of Organizational Behavior: Utilizing Human Resources. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Johnson, S.M. (1990) Teachers at Work: Achieving Success in Our Schools New York: Basic Books, Publishers.

Imber, M.; Neidt, W.A. & Reyes, P. (1990) "Factors Contributing to Teacher Satisfaction with Participative Decision Making," Journal of Research and Development in Education, Vol. 23, No. 4; Summer.

Kaiser, J. (1991) The Principalship Mequon, WI: Kaiser & Associates.

Katz, M.B. (1971) Class, Bureaucracy and Schools: The Illusion of Educational Change in America. New York: Praeger Publishers.

Keith, S. & Girling, R.H. (1991) Education Management and Participation: New Directions in Educational Administation, Boston: Allyn & Bacon, Inc.

Kouzes, J.M. & Posner, B.Z. (12988) The Leadership Challenge: How to Get Extraordinary Things Done in Organizations; San Francisco, Jossey-Bass Publishers.

Lewin, K. (1936) Principles of Topoplogical Psychology New York: McGraw-Hill.

Lieberman, A. & Miller L. (1984) Teachers, Their World, and Their Work: Implications for School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

Maeroff, G.I. (1988) The Empowerment of Teachers: Overcoming the Crisis of Confidence. New York: Teachers College Press.

McEvoy, B. (1987) "Everyday Acts: How Principals Influence Development of Their Staffs," Educational Leadership, Feb. pp. 73-77.

North Carolina State Departmtent of Public Instruction (1985) Review of Empirical Research on the Effective Teaching Practices Contained in the North Carolina Teacher Performance Appraisal Instrument,. Raleigh, NC: North Carolina State Department of Public Instruction, 116 Edenton St., Raleigh, North Carolina..

Ouchi, W. G. (1982) Theory Z New York: Avon Books, Inc.

Sankar, Y. (1991) Management of Technological Change, New York: John Wiley & Sons, Inc. Publishers.

Sederberg, C.H. & Clark, S.M. (1990) "Motivation and Organizational Incentives for High Vitality Teachers: A Qualitative Perspective," Journal of Research and Development in Education. Athens, GA: Vol. 24, No. 1; Fall.

Sergiovanni, T.J. Handbook for Effective Department Leadership: Concepts and Practices in Today's Secondary Schools, 2nd ed. Boston: Allyn and Bacon, Inc.

Simon, H. A. (1957) Administrative Behavior, New York: The Free Press, Collier-Macmillan Limited.

Stogdill, R.M. (1959) Individual Behavior and Group Achievement: A Theory, The Experimental Evidence. New York: Oxford University Press.

Strodl, P. (1990) Leadership and Human Relations Skills of Classroom Teachers, paper presented at the American Teacher Education Workshops, Towson State University, August.

Weber, M. (1947) The Theory of Social and Economic Organization. New York: The Free Press.

Wildman, T.M. & Niles, J.A. (1987) "Essentials of Professional Growth," Educational Leadership, Feb.

Factor Data for Teacher Leadership:

Factor 1: Emergent Leadership

Item:..Loading:	*Statement:*	*Mean:*
29: 0.73	represents community constituency opinions influencing decision making	Mean: 5.18
38: 0.67	participates in curriculum committee	Mean: 6.71
18: -0.65	has an engaging manner of expression	Mean: 7.14
54: 0.64	presentations to other teachers	Mean: 5.91
47: 0.63	role in promoting staff decision making.	Mean: 6.89
71: 0.50	rarely asks students about the reasons for problems they are having in school.	Mean: 5.00
4. 0.46	clearly communicates policies	Mean: 6.00
68. 0.43	inspires to assume responsibilities	Mean: 6.84
64 -0.41	considers different points of view	Mean: 7.66
1. -0.41	adjusts instructional processes	Mean: 7.27
27. -0.41	is comfortable with suggestions from others.	Mean: 7.00
39. -0.41	participates in curriculum committee	Mean: 7.29
55 -0.41	expects students to stand up to the challenge	Mean: 3.77

Variance Explained by the Factor = 4.65

Factor 2: Teacher Authority:

Item:..Loading:	*Statement:*	*Mean:*
57. 0-.67	clarifies expectations for students in class.	Mean: 3.86

52. 0.62 anticipates areas of potential conflict Mean: 4.45

20. -0.60 is involved in committee participation. Mean: 6.00

11. -0.57 Leads other teachers in the decision making process, Mean: 3.57

2. 0.55 avoids controversies with the administration. Mean: 4.39

6. -0.55 shares new techniques of teaching with other teachers. Mean: 6.71

13. -0.53 plans educational programs Mean: 8.00

22. 0.53 persuades students to do things the way the teacher wants them done. Mean: 3.88

41. 0.46 discusses student problem with other teachers Mean: 5.07

26. 0.44 shows students how to handle human problems. Mean: 7.00

51. -0.42 explains students rights and responsibilities Mean: 4.73

Variance Explained by the Factor = 5.12

Factor 3: Empowerment of Others:

Item:..Loading: *Statement:* *Mean:*

53. 0.60 orients new teachers to school policies Mean: 6.93

61. -0.58 assigns students to responsible roles Mean: 6.96

15. 0.56 fulfills the role of mentor teacher Mean: 6.55

68. 0.54 makes presentations to other teachers Mean: 6.84

14. 0.52 plans educational programs with respect for student needs and available resources. Mean: 7.09

66. 0.41 involves other teachers in the work Mean: 6.04

24. 0.47 gets other teachers involved in faculty social activities. Mean: 4.91

48. 0.48 exhibits the ability to handle group Mean: 7.38

71. 0.41 mediates differences between two teachers Mean: 5.00

7. -0.43 involves students in instructional responsibilities. Mean: 7.04

60. 0.44 orients new teachers to school policies Mean: 5.79

43. 0.46 inspires students to assume responsibilities Mean: 8.27

Variance Explained by the Factor = 4.79

Factor 4: Student Relationship:

Item:..Loading: *Statement:* *Mean:*

49. 0.64 uses threats effectively to obtain cooperation Mean: 3.54

12. 0.61 rarely challenges students to evaluate the basis for their own reasoning. Mean: 3.07

10. 0.61 Students are taught to adjust learning styles to the teacher's style of teacer's Mean: 3.57

70. -0.61 empowers students to be more successful Mean: 8.63

16. -0.60 activates students to assert resourcefulness Mean: 8.07

36. 0.49 restricts conversations with students to school business. Mean: 3.54

67. -0.40 clarifies expectations for students in class. Mean: 7.84

5. -0.42 seeks creative ways to overcome instructional difficulties. Mean: 7.96

43. -0.40 inspires students to assume responsibilities Mean: 8.27

36. 0.49 restricts conversations with students t Mean: 3.54

55. 0.45 expects students to stand up to the challenge Mean: 3.77

Variance Explained by the Factor = 4.65

Factor 5: Task Participation

Item:..Loading: *Statement:* *Mean:*

34. 0.70 spurs student involvement in school-wide activities. Mean: 8.02

25. 0.61 distances students from involvement in activities. Mean: 3.30

30. 0.59 is apt to engage others in spontaneous group activities Mean: 5.98

50. -0.55 recommends parents to other public services agencies which can help the child.Mean: 6.39

42. 0.50 uses expertise with school procedures to control situations to own advantage. Mean: 3.91

31. -0.46 plans effectively, considering pupil differences, behaviors and completion tasks.Mean: 8.25

33. 0.48 rarely supervises behavior of other teacher's children beyond classroom. Mean: 4.14

Variance Explained by the Factor = 4.46

Factor 6: Teacher Openness:

Item:..Loading: *Statement:* *Mean:*

63. 0.60 incorporates instructional suggestions from students into planning. Mean: 6.86

9. 0.58 has an established instructional program that does not need to be changed.Mean: 3.04

19. 0.50 Students ask questions about teaching procedures this classroom. Mean: 6.16

56. 0.49 discusses teaching decisions with students. Mean: 5.38

67. -0.49 clarifies expectations for students in class. Mean: 7.84

59. -0.48 evaluates learner needs for adjustments in academic programs. Mean: 7.98

28. 0.43 respects concern shown by students for instructional organization of class. Mean: 6.34

7. 0.42 involves students in instructional instructional organization of the class. Mean: 7.04

Variance Explained by Factor = 4.10